

Queens Creek Elementary School



Focusing on Excellence

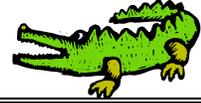
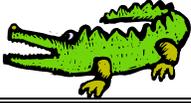
Strategic Plan

2007-2010

(Update 2008-2009)

(Update 2009-2010)

QUEENS CREEK ELEMENTARY
TABLE OF CONTENTS



2008-2009 Update
2009-2010

Assurance Page
Building Leadership Team
Executive Summary
Introduction
Student Performance Data
Student & Community Demographic Data
School Characteristics
Stakeholder Perspectives
Corresponding Charts & Graphs
Student and Community Demographic Data
Staff Breakdown
Vision, Mission, Beliefs, & Goals
Strategic Planning Process
Strategic Action Plan
Corresponding Charts & Graphs
Absences, Tardies, and Early Checkouts
Climate Survey
Discipline Data
Testing Data
Aligned Budget/Financing
Appendices
Glossary of Terms
Building Level Waivers
Lunch Duty Rotation Schedule

Titles in blue updated for the 2008-2009 school year

Titles in red updated for the 2009-2010 school year

**Building Level School Improvement And
Accountability Plan Regulatory Information
Assurance Statement
2007 – 2010
Updated- 2008-2009
Updated 2009 - 2010**

- | | | |
|--|------------|----------------|
| 1. Number of School Improvement Plan Team Members | 24 | |
| 2. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Improvement Team. | <u>Yes</u> | No |
| 3. Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting) | 98% | |
| 4. Date of vote | | Sept. 25, 2009 |
| 5. A secret ballot vote for staff approval of the plan was conducted. Check one: | <u>Yes</u> | No |
| 6. Parents on the School Improvement Team were elected by parents of children enrolled in your school. Check one: | <u>Yes</u> | No |
| 7. Percentage of Building Leadership Team who are parents providing 50% input in the development of the plan. (Number of parents divided by members on BLT) | <u>Yes</u> | No |
| 8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one: | <u>Yes</u> | No |
| 9. The dates, times, locations and agenda items for meetings regarding our school improvement plans were publicized so as to abide by the open meetings law. Check one: | <u>Yes</u> | No |
| 10. The State Legislative regulations regarding school improvement were implemented as outlined in GS 115C. | <u>Yes</u> | No |
| 11. All required State and Federal programs have been addressed in the School Improvement Plan. | <u>Yes</u> | No |

Elaine Justice
Principal's Signature

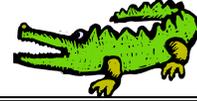
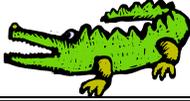
Doris Tursi/ Karen Vaughn
SLT Facilitator/Chairperson

Jane Biggs
Signature of Elected Parent
Representative

Heidi Ramsey
Signature of Elected Parent
Representative

Note: Eligible voting staff – principals, assistant principals, licensed instructional personnel, support personnel and teacher assistants.

QUEENS CREEK ELEMENTARY
STRATEGIC PLANNING TEAM
UPDATE 2008-2009
UPDATE 2009-2010



School Representatives

Elaine Justice (Principal)
Ronald Ramsey (5th Grade)
Sheila Dunlap (Pre-K)
Debbie Lynn (Exceptional Children)
Kristyn Hall (1st Grade)
Barbara Gustafson (4th Grade)
Sandi Mull (Teacher Assistant)
Karen Vaughn (2nd Grade)
Maggie Rauschenberg (3rd Grade)
Doris Tursi (Kindergarten)
Phyllis Willis (Art/Enrichment)
Crystal Howard (Title I)

Parent Representatives

Paula Fitzpatrick
Jane Biggs
Stephanie Lane
Sherry Cooney
Jennifer Phillips
Paula Fitzpatrick
Sharon Hill
Tammy Parker
Heidi Ramsey
Lori Smith
Tracy Williams
Jeannie Guthrie

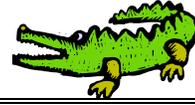
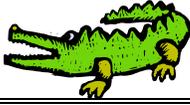
Additional Administrators

Paula Contreras

QUEENS CREEK ELEMENTARY EXECUTIVE SUMMARY

UPDATE 2008-2009

UPDATE 2009-2010



School Profile

This section of the strategic plan is devoted to providing an overview of student performance data, student, community and teacher demographic data, stakeholder perspectives based on survey data from the 2006-2007 school year, and unique characteristics of Queens Creek Elementary School. Historical data spanning the previous three years will be provided where appropriate, as well as baseline data regarding discipline issues and absences.

Student Performance Data

End-of-grade test results from the 2006-2007 school year indicate that 73.669% of our student population is performing at or above grade level in reading, math, and writing. Reading scores indicate 82.5% of third graders, 82.9% of fourth graders, and 88.7% of fifth graders are proficient in reading. Likewise, scores indicate that 76.8% of third graders, 65.9% of fourth graders, and 54.12% of fifth graders are working at or above grade level in math.

According to No Child Left Behind Guidelines, Queens Creek Elementary School must meet AYP standards in three demographic sub-groups: whole school, white students, and economically disadvantaged. In 2006-2007, AYP was met through the utilization of a confidence interval with the economically disadvantaged subgroup. Through examination of EOG data, the school community recognizes the need for focused intervention with our economically-disadvantaged students.

While fourth grade writing scores are below an acceptable rate of 55.2% proficient, there has been a significant increase over the past three years. The school will continue to address the need for staff development to ensure teachers teach best strategies for the writing process.

In identifying the achievement gap for students not showing adequate growth as measured by the North Carolina End-of-Grade tests, we looked at possible sub-populations and found that our economically disadvantaged sub-group reflects the most significant deficits. Reading EOG scores indicated 83.3% of this population is on grade level or above, while only 58.8% of this group is on or above grade level in math. A focus of our strategic plan will be to individually identify and address these students' needs. Our large white population is another area of concern, with 70.7% proficient in math and 86.9% proficient in reading. It is also important to note that 47% of our population is comprised of the disadvantaged group and that 73% of our population is white.

Queens Creek Elementary school made AYP with Safe Harbor during the 2007-2008 school year. Third grade math students were rewarded with high growth. Fourth and fifth grade students made expected growth. There were 253 students in grades 3 – 5 tested and overall the school made high growth in the area of math. Our fourth grade reading scores increased from 55.2 percent to 66.97 percent.

Queens Creek Elementary school made AYP with Safe Harbor during the 2008-2009 school year. Third and fifth grade math and reading students were rewarded with high growth. Fourth grade students made high growth in math and expected growth in reading. The overall percentage of students' proficient increased from 67.4 percent to 79.012 percent proficient.

School and Community Demographic Data

Queens Creek Elementary is located on the outskirts of the town of Swansboro. According to the most recent census data, the greater Swansboro area has a reported population of 8,133, with 94% of the population being white, and 6% of the population being non-white.

Based on data from the current school year, Queens Creek Elementary School has a student population of 73% white and 27% non-white. Of the 580 students served in the 2006-2007 school year, 47% live at or below the poverty level as calculated by free and reduced lunch status. Due to the socio-economic level of the student population, Queens Creek Elementary qualifies as a Title 1 school.

The facility at Queens Creek consists of 33 classrooms and 8 temporary buildings. A carpeted multi-purpose room provides a stage area, office for teachers, and a storage area. Teachers have access to a copy room and lounge. In addition to regular classrooms, art, music, physical education, media, and the technology lab are utilized on a daily basis. All classrooms are carpeted, equipped with access to televisions, and have computers available in the classroom for student use. All inside classrooms are wired for internet services and outside classes are connected through wireless technology. Many classrooms have self-contained bathrooms and additional sink areas. At the present time Queens Creek is undergoing an addition that will add needed classrooms and a restroom area.

The Queens Creek addition was opened in the fall of 2008. Presently there are five fifth grade homerooms, four fourth grade homerooms, a Title 1 teacher and a Resource special needs teacher housed in the building. Queens Creek has also dedicated one of the classrooms as a Science Lab for the use of all grade levels. These classrooms will have internet access and the use of various technologies.

Queens Creek's addition continues to be fully utilized. All classrooms in the addition now have full access to many technologies being used daily to include: projectors, computers, Mimios, and Elmos. Additional technologies have been purchased for all other grade levels and training has been designed to fit individual staff needs.

In regards to learning beyond school, the Swansboro community offers church-sponsored and commercial childcare centers. The NC State Agricultural Extension Agency, along with area 4-H clubs offers before and after-school care through a program called After-School Adventures. There are various scouting groups and athletic organizations for boys and girls in the area, as well. Our school is supported by community volunteers, White Oak Ecumenical Ministries, the Knights of Columbus, the Woodmen of the World, and area merchants.

School Characteristics

Queens Creek Elementary School is one of three elementary schools in the Swansboro community. The school is now in its tenth year and the student body has grown to its current enrollment of 591 students. Increases in

enrollment have necessitated the use of all available areas in the school. To meet the educational needs of the students, the teaching kitchen remains converted to a classroom.

Queens Creek Elementary School employs 48 licensed faculty members: 33 classroom teachers, 1 counselor, 1 assistant principal, and 1 principal. Of these 32% hold masters degrees and 100% hold licenses in the areas in which they currently teach. Faculty members range in age from 22-60+ with the median and average age being 39 and 43 respectively. 96% of the faculty members are Caucasian, and 4% are other ethnicity. At Queens Creek elementary our teaching assistants are a valuable asset. 17% of our teacher assistants hold a college degree, and 17% more are currently enrolled in a degree seeking program. Three of those degrees are for the purpose of teaching and one is in human services.

Stakeholder Perspectives

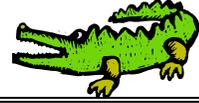
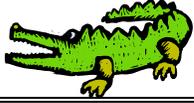
Queens Creek Elementary used the district-administered Climate Survey to gather the opinions of students, staff members and parents about the quality of the educational experience at our school. Data collected from the school climate survey administered in the spring of 2007 indicated that the majority of our school community believes Queens Creek Elementary is safe. Overall the survey revealed the following findings that are reflected in our strategic plan:

- We believe at Queens Creek that we need to express our high expectations to our students and staff.
- We believe that respect should be used on a daily and continual basis.
- We believe that time in the classroom is critical to excellence in education.
- We believe that 21st Century technology is the vehicle that will carry our students to that same excellence.

In accordance with these beliefs, it is important to mention key characteristics of the Queens Creek Elementary instructional program. IMPACT has been expanded into grades 1-5. AVID Elementary is being implemented in grade 5 for the 2007-08 school year. Grades 4 and 5 participate in student interest clusters on a weekly basis with possible expansion to grade 3 during the last nine week grading period of the 2007-08 school year.

Our belief statements express our dedication to making the educational process meaningful and positive for our students. Our strategies reflect the processes we will implement to achieve our goals. Because our beliefs, strategies and processes were generated by our staff, in response to test data, opinion survey and out of their professional knowledge, they necessarily address the perspective of this important group of stakeholders. Above all, we believe that everything that we do at Queens Creek Elementary School should be done in the best interest of the children that we serve each and every day.

QUEENS CREEK ELEMENTARY
VISION ~ MISSION ~ BELIEFS



Our Vision:

Focusing on Excellence

Our Mission:

The Queens Creek Elementary family will chart a course for students to be globally competitive and upstanding citizens.

Our Beliefs:

- Everything we do at Queens Creek Elementary School will be in the best interest of our students.
 - All students can learn and be successful.
- Differentiation in instruction including the use of Twenty-First century technology is essential to meet the unique needs of each child.
- Student learning, safety, and healthy choices are the priorities of our school and daily life.
- Community involvement in our school is vital to the educational program.
- Students learn best when they connect what they are learning to their daily lives.

Queens Creek Elementary School
School Strategic Action Plan
2007-2010

OCS Goal #1: QCE students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Strategy: QCE will utilize rigorous differentiated instruction to present challenging curriculum to meet the needs of all students.

Desired Results:

- All subgroups will achieve on or above grade level on state assessments.
- All subgroups will meet projected growth on state assessments.
- Pre-K and primary grade students will be on or above grade level on assessments.
- Lessons and classroom presentations will evidence a challenging and differentiated curriculum.

Measures:

- Lesson plans
- Classroom observations
- EOG results
- State Writing Assessment
- AYP
- K- 2 Assessments
- Pre/Post Preschool Data
- Title 1 Data
- PEPs & Student Products
- IEP

Processes:

- Utilize Essential Questions in lesson plans.
- Provide staff development on differentiated instructional strategies (Classroom Instruction That Works).
- Continue development of the EC and AIG cluster models.
- Explore expansion of Interest Clusters downward from 5th & 4th grades into 3rd grade classrooms.
- Utilize support staff and at-risk tutors to provide services for at-risk students (ex.- economically disadvantaged, ESL & EC) in grades K-5.
- Utilize a literacy specialist to provide teacher support/training in grades.
- Utilize staff meetings to share and highlight research based strategies across the curriculum.
- Implement school-wide DEAR time.
- Grade level teams will create yearly curricular map of the NCSCOS (emphasis on math).
- Provide staff development in the Number World's process.
- Train staff and utilize the Impact Model to enhance discovery learning across the curriculum.
- Enhance common grade level planning times through professional learning communities.
- Train and implement AVID in fifth grade.
- Utilize professional learning communities to address Instructional Intervention
- Investigate methods to incorporate Writing Across the Curriculum & other writing processes.
- Continue first grade Title 1 Reading Initiative and expand instruction throughout first grade.
- Implement school-wide Title 1 plan (K-5; pullout & in-class settings).

OCS Goal #1: QCE students will be globally competitive through the mastery of a rigorous and relevant curriculum.

- **Utilize enrichment staff to address integration of 21st Century Goals through art, music and physical activity.**
- *Facilitate the development of the PLC structure within designated learning communities (Teacher Assistant retreat and PLC staff development).*
- *Utilize Professional Learning Communities (PLC) to construct and manage development of PEPs*
- *Utilize service of a Title I tutor to support classroom instruction in Language Arts.*
- *Provide training for the implementation of Thinking Maps strategies in grades K – 5.*
- *Continue the training and development process related to the K-2 and 3-5 assessments.*
- *Continue development of the AVID program through development of articulation opportunities between 5th and 6th grade students, schools' administration and faculties.*
- *Articulate with receiving middle schools concerning curriculum related issues.*
- *Share math pilot results.*
- *Provide Latin instruction to identified AIG students.*
- *Facilitate effective literacy strategies and training for QCE's Teacher Assistants through the literacy specialist.*
- *Continue Professional Learning Communities (PLC) with monthly meetings and grade-level projects based on student data and curriculum studies.*
- *Facilitate grade-level planning times and curriculum focus through student data and PLC projects.*
- *Provide PEP training for QCE's Teachers and Teacher Assistants.*
- *Utilize service of a Title I tutor to support classroom instruction and facilitate the Success Maker program in Language Arts.*
- *Complete Thinking Map training for staff in grades K – 5.*
- *Continue the AVID program through the articulation of staff, students, and school administration.*
- *Implement effective learning strategies through continued use of the "First Grade Reading Initiative" and "Parallel Scheduling" strategies.*
- *Continue articulation between middle schools and QCE in areas of curriculum and AVID strategies.*
- *Continue the daily scheduling of DEAR time for all classrooms at QCE*
- *Provide training for QCE staff through "Technology Tidbits" for expansion of teacher websites and technology skills*
- *Schedule parent nights in the fall and spring for AIG parents*
- *Continue IMPACT planning with grade-level teachers, support staff, and media specialist.*
- *Continue Success Maker staff development with teacher assistants and new faculty.*
- *Implement math strategies and curriculum development through participation in the Bridges math program.*
- *Facilitate articulation between Pre-K and Kindergarten staff through, curriculum support meetings and visits to kindergarten and Pre-K classrooms.*
- *Facilitate curriculum strategies and planning through participation in the, "Big Ideas" program.*
- *Continue Gator Tot program to enhance articulation between Pre-K and Kindergarten.*
- *Continue implementation of AIG curriculum strategies through Latin, Imagination Stations and Creative Communication writing competitions.*

OCS Goal #1: QCE students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Resources:

- AVID materials
- Number World's materials & support staff
- Instructional Staff
- At-Risk Tutors
- Title 1 Teachers and Assistants
- Video/Audio/CD books on Differentiated Strategies
- K-2 Assessment Data
- EOG Data
- Classroom Observations
- Technology Facilitator Instructor
- Support Staff (Media, Enrichment, Technology)
- Classroom Instruction That Works (Pickering, Pollock & Marzano)
- Mentors
- Monthly staff meetings
- Literacy specialists
- AIG Gifted Specialists
- ESL staff
- Enrichment Staff
- QCE Literacy Facilitator (PEP Development)
- Title I Tutor
- Thinking Maps Trainer & staff development materials
- EC Staff
- Success Maker Program
- EOG Data (2008-2009)
- EVAAS
- Curriculum Notebooks
- Big Ideas curriculum resources

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2007-2008

- *Implemented AVID in Fifth grade.*
- *Began Professional Learning Communities (PLC) through use of the Sustainability Planning Cycle.*
- *Support staff was utilized to provide instructional resources & services for at-risk students.*
- *Utilized Interest Clusters in Fourth and Fifth grades.*
- *Utilized IMPACT Model consistently to enhance learning across the curriculum.*
- *Implemented "Write From the Beginning".*
- *School-wide Title I program continued with an expansion of the Reading Initiative throughout 1st and 2nd grades.*
- *Essential questions were included in lesson plans.*

What are the areas for improvement? What will you do differently the next time?

Next steps

- *Classroom teachers will continue IMPACT planning to promote continued articulation among and between grade levels.*
- *AVID programs will continue development through personal contact and through the use of technology with 6th grade students and middle school staff.*
**Increase use of technology for articulation between 5th and*

OCS Goal #1: QCE students will be globally competitive through the mastery of a rigorous and relevant curriculum.

2008 – 2009

- Teachers completed differentiated instruction using Classroom Instruction That Works.
- Continued to expand the AVID model through articulation with partner middle school.
- Expanded Professional Learning Communities through a planned staff development and scheduled community meetings.
- Continue the use of support staff to provide instructional resources and services for at-risk students.
- Utilized Interest Clusters in 4th and 5th grades.
- Utilized and expanded IMPACT model to enhance learning across the curriculum.
- School-wide Title I program continued with an expansion of Reading Initiative in 1st and 2nd grades.
- Continue training and development related to K-2 and 3-5 assessments.
- Implementation of AIG learning strategies through Imagination Station and writing strategies.
- Implementation of Curriculum Notebooks to facilitate curriculum resources and strategies for grades K – 5.

Results:

- QCE's percent proficient in Math (71.32) met the state AYP goal with Safe Harbor.
- All student subgroups met AYP with Safe Harbor.
- Fourth and Fifth grades met expected growth in math.
- QCE overall met high growth in math.
- Grade 3 met high growth in math.
- QCE's writing results rose from 55.2 to 66.97.
- The percent of students proficient in math increased in Kindergarten, with a decline in grades 1 & 2.
Kindergarten (85.7 to 88.4)
First Grade (9.1 to 82.1)
Second Grade (88.5 to 76.7)
- The percentage of K-2 students proficient in writing slightly declined in K & 1. It increased in Grade 2.
Kindergarten (81.8 to 80.2)
First Grade (85.2 to 75.6)
Second Grade (76.1 to 80.3)
- The percentage of K-2 students proficient in reading increased in 2nd grade. There was a slight decline in Kindergarten and 1st.
Kindergarten (88.3 to 80.2)
First grade (91.4 to 71.8)
Second Grade (88.8 to 94.7)

Results:

- QCE's percent proficient in math (77.2) met our AYP goal with Safe Harbor.
- Third, fourth and fifth grades made high growth in math.

6th grade students.

*Focus groups (Fifth and Sixth Grade Students)

- Inquiry-based learning will be promoted through the use of "Thinking Maps" and "Write From the Beginning".
- First Grade Reading Initiative will continue in First Grade.
- Second Grade Reading Initiative will continue this year.
- Monitor sub groups in math achievement.
- Title 1 staff will continue the 1st grade Reading Initiative. Title 1 staff will also be supporting upper grade instruction and articulation.
- Further use of disaggregated data will be used to guide instruction.
- Success Maker will be updated for use in the computer lab and classrooms.
- One fourth grade teacher will pilot the Houghton- Mifflin math series.
- Small group instruction will be provided for at-risk students by a designated teacher.
- PEP instruction will be provided through the grade level PLC.
- Implement Instructional Intervention Plan.
- Continue to expand IMPACT planning model to promote articulation.
- AVID will continue development through staff training and articulation with the sixth grade (ex: focus groups, 5th & 6th grade).
- Inquiry-based learning will be enhanced through staff development with the use of Thinking Maps and implementation within the classrooms.
- First Grade Reading Initiative and the implementation of Parallel Scheduling within the grade level
- Second Grade Reading

OCS Goal #1: QCE students will be globally competitive through the mastery of a rigorous and relevant curriculum.

-
- QCE's third and fifth grades made high growth in reading, fourth grade made expected growth in reading.
- The percent of students proficient in math increased in second grade from 76.7% to 86%.
- The percent of K-2 students proficient in writing over the last three years are as follows:
Kindergarten- ('07/81.8) ('08/80.2) ('09/85.4)
1st Gr. ('07/85.2) ('08/75.6) ('09/75.9)
2nd Gr. ('07/76.1) ('08/80.3) ('09/72)
- The percent of K-2 students proficient in reading over the last three years are as follows:
Kindergarten- ('07/88.3) ('08/80.3) ('09/96.1)
1st Gr. ('07/91.4) ('08/71.8) ('09/73.2)
2nd Gr. ('07/88.8) ('08/94.7) ('09/93.5)
- The percent of K-2 students proficient in math over the last three years are as follows:
Kindergarten- ('07/85.7) ('08/88.4) ('09/94.1)
1st Gr. ('07/90.1) ('08/82.1) ('09/82.1)
2nd Gr. ('07/88.5) ('08/76.7) ('09/86)
- QCE's overall percent proficient in grades three, four, and five increased from 67.4% to 79.012%
- Climate Survey results through implementation of global issues and international studies staff results (08-65.7% to 09-74.3%)
- Climate Survey results of school staff using a variety of practices in teaching, staff (08-88.5% to 94.8%) and parents (08-81.4% to 88.7%)

Initiative will continue.

- Monitor sub-groups in math in 3rd, 4th, and 5th grades.
- Monitor subgroups in 5th grade reading.
- Title I will continue the First Grade Reading Initiative.
- Title I staff will support upper grade instruction and articulation.
- PLC groups will disaggregate data to guide instruction.
- Success Maker will be implemented in the computer lab and classrooms.
- Small group instruction will be provided for at-risk students.
- PEP training will be provided for teachers and teacher assistants.
- Implement Instructional Intervention Plan.
- Staff will continue participation in the ENVISIONS model.
- Staff will participate in the Bridges grant development opportunity.
- Expand articulation between preschool staff, Kindergarten staff, and school administration.
- Teachers will continue the development of resources and teaching strategies through Curriculum Notebook.
- Facilitate curriculum training through Big Ideas staff development.

**Queens Creek Elementary School
School Strategic Action Plan
2007-2010**

- **OCS Goal # 2: QCE students will be led by creative, passionate, and technologically skilled professionals.**

Strategy: QCE staff will acquire the skills to deliver 21st Century content, context and technology to document and measure student progress and guide instruction.

Desired Results:

- Increase teacher technology skills
- Increase the use of technology in instruction
- Decrease teacher attrition not related to outside influence

Measures:

- Documentation of staff technology training
- Lesson plans
- Computer lab schedules
- Mobile laptop cart schedule
- Technology Surveys
- Climate Survey
- School Survey
- Intent Forms
- Impact documentation

Processes:

- Design a series of technology buffet workshops.
- Provide staff development on the use of 21st Century Technology.
- Increase the availability of hardware in QCE classrooms.
- Utilize Report Card Maker for K-5 report cards.
- Utilize appropriate surveys.
- Continue utilization and training of staff in the use of public folders.
- Provide new teacher training appropriate to individual teacher needs.
- Staff will incorporate technology resources into classroom instruction where appropriate.
- *Continue Technology Tidbits Workshops to increase opportunities for technology integration.*
- *Schedule a Technology Parent Night per identified staff request.*
- *Continue the acquisition of technology hardware.*
- *Implement Success Maker with identified at-risk population.*
- *Create and utilize the science lab for grades 3-5.*
- *Continue Technology Tidbits workshops based on teacher survey results.*
- *Continue hosting the Technology Parent Night due to success.*
- *Implement the use of webcam and technology within World View goals.*
- *Facilitate the Success Maker program based on disaggregation of student data.*
- *Continue the use of the QCE Science Lab for grades 3 – 5, integrating grades K – 2.*
- *Begin QCE Rain Garden sponsored through NC Coastal Federation for grades K – 5.*
- *Continue the acquisition of Success Maker software for QCE students.*

- **OCS Goal # 2: QCE students will be led by creative, passionate, and technologically skilled professionals.**

Resources:

- **Technology Facilitator**
- **Technology-Literate Teachers**
- **Additional technological hardware**
- **Surveys**
- **Additional interactive technology**
- **Envisions Personnel**
- *Science Lab Facilitator*
- *Success Maker*
- *NC Coastal Federation Personnel*
- *Additional Success Maker software*

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

- *Surveys were used in the construction of the Technology Buffet and the acquisition of hardware.*
- *Technology Buffet workshop was implemented at QCE for all staff .*
- *Four Smart Boards, four Mimios and other computer hardware were purchased and utilized in classrooms.*
- *Teachers were trained in the use of Report Card Maker.*
- *20% of QCE staff participated in the summer technology institution.*

Results:

- *Survey was used to construct the Technology Buffet and to aquire tecnology hardware*
- *Technology Buffet was implemented at QCE for all staff.*
- *Ten Mimios, ten projectors and ten Elmos were purchased and utilized in the classroom.*
- *88% of the staff participated in Technology Buffet.*
- *QCE staff hosted the first annual Technology Night which showcased technology in all grade levels.*
- *Climate Survey results of technology being implemented in a variety of ways, staff (08-61.4 to 84.6) and students (08-84% to 09-94.2%)*

- *Technology Buffet will continue to support staff in teacher identified areas.*
- *QCE's website will continue to be retooled as a teacher/community friendly resource.*
- *QCE will continue the acquisition of computer hardware.*
- *Success Maker will be implemented to support classroom instruction and at-risk students.*
- *Leadership team will continue to support staff in their academic classrooms.*
- *Technology Buffet will be continued to support staff in teacher / teacher assistant identified areas.*
- *QCE's website will be expanded to include homework and grade level specific information.*
- *QCE will maintain technology hardware for teacher and staff use.*

■ **OCS Goal # 2: QCE students will be led by creative, passionate, and technologically skilled professionals.**

- *Success Maker training will be available to new staff and designated teacher assistants to support classroom instruction and at-risk students.*
- *Leadership team will continue to support staff in their academic classrooms.*
- *Improvement of technology use with students will be implemented through IMPACT planning.*

**Queens Creek Elementary School
School Strategic Action Plan
2007-2010**

- ***OCS Goal # 3: QCE students will learn in a safe environment to be civil, healthy, and productive citizens.***

Strategy: QCE will provide a safe learning environment for students by teaching and modeling how to make responsible decisions and healthy life choices.

Desired Results:

- **Continue Safe and Civil Schools process.**
- **All safety issues identified by stakeholders will be addressed.**
- **All students will act appropriately in all settings.**
- **All students will pass the physical fitness assessment.**
- **QCE will be a safe school.**
- **All students will demonstrate respect for each other.**

Measures:

- **School Climate Survey**
- **Foundations Task Force meeting agendas and notes**
- **Staff and Student surveys**
- **Lesson Plans**
- **Office Referrals data**

Processes:

- **Address expectations of House Bill 1151 to fullest extent possible at QCE.**
- **Implement expectations of behavior for common areas such as bathroom, playground, cafeteria and hallway.**
- **Increase student awareness of character education traits through instructional approaches.**
- **Score-board discipline data for faculty and staff.**
- **Implement Character Café to enhance the Student of the Month recognition program.**
- **Survey staff, parents, and students on school safety issues.**
- **Survey staff concerning behavioral situations to develop levels of discipline within the Safe and Civil Schools process.**
- **Document 150 minutes of structured physical activity in teacher lesson plans.**
- *Begin Triple S process for school safety recognition.*
- *Continue Character Café to encourage positive behavior.*
- *Continue monitoring safety plan procedures.*
- *Revisit and update QCE's Crisis Plan.*
- *Utilize 5th grade "Dismissal Buddies" to facilitate safety dismissal initiative.*
- *Continue Triple S process for Safe Schools program.*
- *Continue to utilize Character Café to encourage positive behavior.*
- *Identify common areas for safety plan within Safe Schools program.*
- *Continue to update and implement QCE's Crisis Plan within the Safe School model.*
- *Continue the "Dismissal Buddies" program, expanding it to include 4th and 5th grade.*
- *Provide updated Safety and Civil Schools procedures manuals for all classrooms.*
- *Update discipline data monthly to provide appropriate safety procedures for all common areas.*
- *Host bus driver meetings for Swansboro District to provide communication and articulation of safety goals for the 2009 – 2010 school year.*
- *Continue the implementation of Interest-based Clusters for grades 4 – 5.*
- *Continue the Gator-Tot literacy program for pre-kindergarten transition students.*

■ **OCS Goal # 3: QCE students will learn in a safe environment to be civil, healthy, and productive citizens.**

- *Continue DARE program for 5th grade students.*
- *Continue fire department visit for students at QCE.*
- *The Safe and Civil committee will participate in a book study to continue articulation for Peer Mediation and bullying prevention.*
- *The Safe and Civil committee will continue positive student communication through the Bullying Project for grades K – 5.*
- *Host a bullying program for grades 2 – 5 through Swansboro High School students and staff.*
- *Implement Safe and Civil strategies through the purchase of eight additional security cameras on campus.*

Resources:

- **Lunch schedule for House Bill 1151**
- **QCE Discipline Database**
- **Bright Ideas grant for Character Café**
- **Interest-Based Club activities**
- **Survey for staff input for levels of behavior**
- **Foundations Task Force**
- **Teacher lesson plans**
- **Climate Survey**
- *Triple S portfolio*
- *Officer Friendly*
- *Bus Safety*
- *DARE*
- *Fire Department*
- *Dismissal Buddies*
- *Complete Safe and Civil notebook 2008 – 2009*
- *Literature selections for bullying prevention.*
- *Additional security cameras.*

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

- *House Bill 1151 was implemented through a plan developed by QCE staff.*
- *Character Café recognized students on a monthly basis.*
- *150 minutes of structured physical activity was incorporated into teacher lesson plans.*
- *Interest-Based Clusters were fully implemented into fourth and fifth grades.*
- *Discipline database provides a baseline of three years.*

Next steps

- *Duty-free lunch was addressed through SPT and the process was updated.*
- *Continue to celebrate good character traits through Character Café.*
- *Continue structured physical activity and monitoring of teacher lesson plans and structured planned activities.*

■ **OCS Goal # 3: QCE students will learn in a safe environment to be civil, healthy, and productive citizens.**

- *Climate survey results were incorporated into the SPT process.*

Results:

- *Character Café recognizes students on a monthly basis.*
- *Safe and Civil team monitored safety plan procedures.*
- *QCE's Crisis Plan was revisited and updated.*
- *Fifth grade Dismissal Buddies facilitated the school dismissal procedures.*
- *Climate Survey results were incorporated into the SPT process.*

- *Students/teachers will be surveyed again to develop the Interest-Based clusters. Third grade participation will be instituted for two club meetings.*
- *Discipline data will be analyzed and presented in a portfolio to support the Safe School Initiative.*
- *Continue to address duty-free lunch through the SPT process.*
- *Continue to celebrate good character traits through Character Café.*
- *Students / teachers will be surveyed to develop interest-based clusters. Third grade will participate in the last two club meetings.*
- *Discipline data and school Climate Survey will be analyzed to support the Safe Schools initiative.*
- *Continue 5th grade Dismissal Buddies and expand program to include 4th grade Dismissal Buddies*
- *QCE will implement through the purchase of additional security cameras*

**Queens Creek Elementary School
School Strategic Action Plan
2007-2010**

- **OCS Goal #4: Leadership will foster innovation in the Onslow County School System in cooperation with families and communities.**

Strategy: QCE will build parental and community support through activities that invite family and community involvement and increase active participation in the school community.

Desired Results:

- QCE will increase parent attendance at school sponsored events.
- Grades PreK-5 will each sponsor one parent education night in support of academic development.
- Specific grades will schedule one student performance per year on a stated schedule.
- All QCE teachers will utilize community resources to enhance student learning.
- QCE will increase the number of parents serving on school committees.
- QCE will increase the number of parent/community volunteers.

Measures:

- Attendance logs
- Volunteer logs
- Schedule of parent education events
- Schedule of student performances
- Surveys
- Copies of parent/school communications
- Title I Parent Advisory Council
- Head Start Policy Council Parent Committee.

Processes:

- Establish dates for parent education events
- Establish dates for student performances
- Recruit interested parents and make follow-up contacts.
- Develop the school/community to encourage more active parent participation.
- Maintain and enhance school website.
- Develop volunteer guidelines to bring our school and community families closer.
- Enlist community and high school resources to assist in school activities.
- *Continue expansion of parent education events.*
- *Create and implement pre-K transition activities for the community.*
- *Administration will make themselves available to pre-kindergarten care providers and other agencies within the Swansboro area.*
- *QCE's Summer Academy will expand to include children who will be enrolled and kindergarten for the 2009-2010 school year.*
- *QCE will explore opportunities for articulation within the worldwide communities of schools.*
- *Continue the facilitation of Gator Tots as part of our Pre-K transition program.*
- *Continue the support of parent events to include: Technology Night, AIG Parent Night, and Cookies and Milk Night.*
- *Continue Administrative support for pre-K providers.*
- *QCE's expanded Summer Academy will continue for the 2010 - 2011 school year to include*

- **OCS Goal #4: Leadership will foster innovation in the Onslow County School System in cooperation with families and communities.**

Pre-K students who are not served through a traditional model.

- *QCE will continue to establish a worldwide community through our Iraq contact by webcam as part of our World View action plan.*
- *Continue to maintain and expand school website and teacher websites.*

Resources:

- **Title 1 parent involvement budget**
- **Volunteer guideline committee**
- **Substitute guideline committee**
- **RIF grant process**
- **Community and school system information**
- **White Oak Ecumenical Ministries**
- **Social worker**
- **Counselor**
- **Swansboro High School students & teacher support**
- *Technology facilitators*
- *Alert Now*
- *World View Conference and follow-up sessions.*
- *Media coordinator*
- *PTO*
- *Bobbi Raub – Military Liaison*
- *Michael Hawthorne (military chaplain)*
- *World View contact*

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

- *QCE grade levels hosted individual parent education events to facilitate parent understanding of grade level curriculum.*
- *QCE hosted schoolwide parent education evenings dedicated to North Carolina curriculum (ex: Math Night).*
- *Student music programs were performed throughout the year.*
- *School administration/staff worked closely with PTO and the volunteer coordinator to promote community relations.*
- *Community resources were used on a regular basis.*
- *High school resources were sought and*

- *Grade level parent education nights have been assigned and scheduled.*
- *Student performances are being scheduled.*
- *Continue to plan and enhance our volunteer program.*
- *Pre-K teachers and Kindergarten teachers will articulate the needs of their programs.*
- *QCE staff and administration will encourage articulation with*

■ **OCS Goal #4: Leadership will foster innovation in the Onslow County School System in cooperation with families and communities.**

incorporated into the school's activities.

- *School-website was maintained throughout the school year and was upgraded to make it more user friendly.*

Results:

- *All grade levels hosted curriculum events and included a school-wide technology evening.*
- *Music programs in grades kindergarten and 5th grade were presented.*
- *Drama Club presented the production of the Wizard of Oz.*
- *Community resources were used on a regular basis.*
- *High school resources were incorporated into schools activities.*
- *The School website was maintained and individual teachers developed webpages for use as a communication device to parents and community.*
- *QCE facilitated World View communication through the purchase of a webcam.*
- *Climate Survey results of staff being friendly and passionate staff (08-97.1 to 98.7) students (08-88.5% to 80.3%).*
- *Climate Survey results of parents feeling welcome and involved students (08-78.2 to 09-83.8%) parents (08-90.5 to 09-87.7%)*
- *Climate Survey results of school leadership showing support, parents (08-82.4% to 77.0%) students (08-65.7% to 83.8%).*

appropriate civilian and military agencies.

- *QCE website will be used to inform staff and community.*
- *Grade level parent education nights will be expanded to include two AIG parent evenings and expand Technology night.*
- *QCE staff and administration will expand articulation with appropriate civilian and military agencies.*
- *QCE teachers will use the website to facilitate expanded communication with students and parents.*
- *Gator Tots program will be expanded through the use of varied media opportunities.*
- *Student performances will continue with the expansion of our Interest Cluster drama production.*
- *The implementation of World View initiatives will continue through the use of the webcam and internet resources.*
- *Facilitate positive relationships with students and staff._____*
- *Facilitate positive communication with parents through Parent Night, conferences, Winter Festival and Open House.*
- *Administration will provide support through frequent parent contact and participation in school events.*

**Queens Creek Elementary School
School Strategic Action Plan
2007-2010**

- **OCS Goal #5: Onslow County Schools will be supported by effective and efficient systems.**

Strategy: QCE will maintain the instructional and operational efficiency of the school by providing adequate resources and effectively utilizing the skills and talents of all support staff.

Desired Results:

- All teachers will have a duty free lunch.
- Create and implement professional learning communities.
- All teachers will be provided staff development based on identified areas of need.
- All teachers will maintain procedures that are developed through the Safe and Civil Schools Initiative.
- QCE will source and maintain technology and knowledge appropriate to the globalization of the students' educational opportunities.

Measures:

- Duty free schedule
- Staff assignments
- Staff development sign-in sheets and agendas
- Accident log
- Office referrals

Processes:

- Provide planning time for professional learning communities.
- Track incident reports.
- Assign staff based on areas of expertise.
- Develop and implement Technology Tidbits processes; document participation and use of skills through lesson plans and observation.
- Implement procedures for dismissal, cafeteria and playground.
- Implement lunch schedule to meet requirements set forth in House Bill 1151 utilizing cafeteria expectations of behavior for students and staff.
- Develop substitute guidelines to support and enable substitute teachers.
- Investigate interest in a staff wellness program.
- Development of the Substitute Teacher Handbook and the Teacher Assistant Handbook.
- *Continue the development of the Substitute Teacher Handbook and the Teacher Assistant Handbook.*
- *Continue to promote 21st century technology.*
- *Continue the implementation of House Bill 1151.*
- *Continue and evaluate QCE's Safe School procedures.*
- *Continue Technology Tidbits program.*
- *Continue to track incident reports.*
- *Distribute and utilize completed Substitute Teacher Handbook, Teacher Assistant Handbook, and Volunteer Handbook.*
- *Continue to promote 21st century technology through staff development and Technology Night for the community.*
- *Implement Safe School procedures within the Safe and Civil model.*
- *Continue Technology Tidbits program based on staff survey results.*

- **OCS Goal #5: Onslow County Schools will be supported by effective and efficient systems.**

- *Continue to implement House Bill 1151.*
- *Continue to track incident reports using the Safe and Civil model.*

Resources:

- **Teacher Handbook**
- **Agendas**
- **Grade level planning minutes**
- **Grade chairpersons meeting /planning minutes**
- **Calendar**
- **Schedules**
- **Incident Reports**
- **Staff development sign-in sheets and agendas**
- **Substitute Guideline Committee**
- **Greg Gibson, and Craig Clemmons /staff wellness**
- *Substitute and Teacher Assistant Handbook*
- *2008-2009 QCE Master Schedule*
- *Volunteer handbook*
- *Triple S notebook*

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

- *Staff was provided common planning time within their grade level and/or disciplines.*
- *Incident reports were used to implement Safe and Civil policies.*
- *Teacher Assistant handbook initiated.*
- *Substitute teacher handbook initiated.*
- *Staff placement was based on area of licensure.*
- *Procedures were reviewed for dismissal, cafeteria, and playground use.*
- *Lunch schedule developed and implemented.*
- *Technology Tidbits processes implemented and observed.*
- *QCE nurse worked with community resources to encourage a staff wellness program.*

Results:

- *Staff utilized planning time within the grade levels and disciplines.*

Next steps

- *Planning time will be used to encourage the implementation of a PLC.*
- *Data will be utilized to make informed decisions.*
- *The completion of the Triple S portfolio will provide a framework for the collection and disaggregation of data.*
- *The Substitute and Teacher Assistant Handbooks will be published.*
- *PLC meetings were scheduled within grade levels throughout the school year.*
- *Disaggregation of data was utilized to determine grade-*

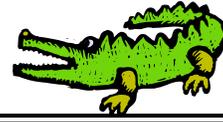
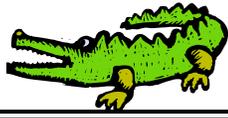
■ **OCS Goal #5: Onslow County Schools will be supported by effective and efficient systems.**

- *Teacher assistant handbook was completed.*
- *Substitute teacher handbook was completed.*
- *Procedures for dismissal, cafeteria, and playground use was monitored and discussed within the Safe Schools model.*
- *Lunch schedules were implemented successfully throughout the school year.*
- *QCE nurse provided wellness training for staff and flu inoculations.*
- *The Triple S notebook was completed and recognized at the Safe Schools and Character Education conference.*
- *Climate Survey results indicating the cafeteria is an efficient environment, students (08-79.4% to 09-94.2%) parents 08-86.2% to 09-80.6%)*

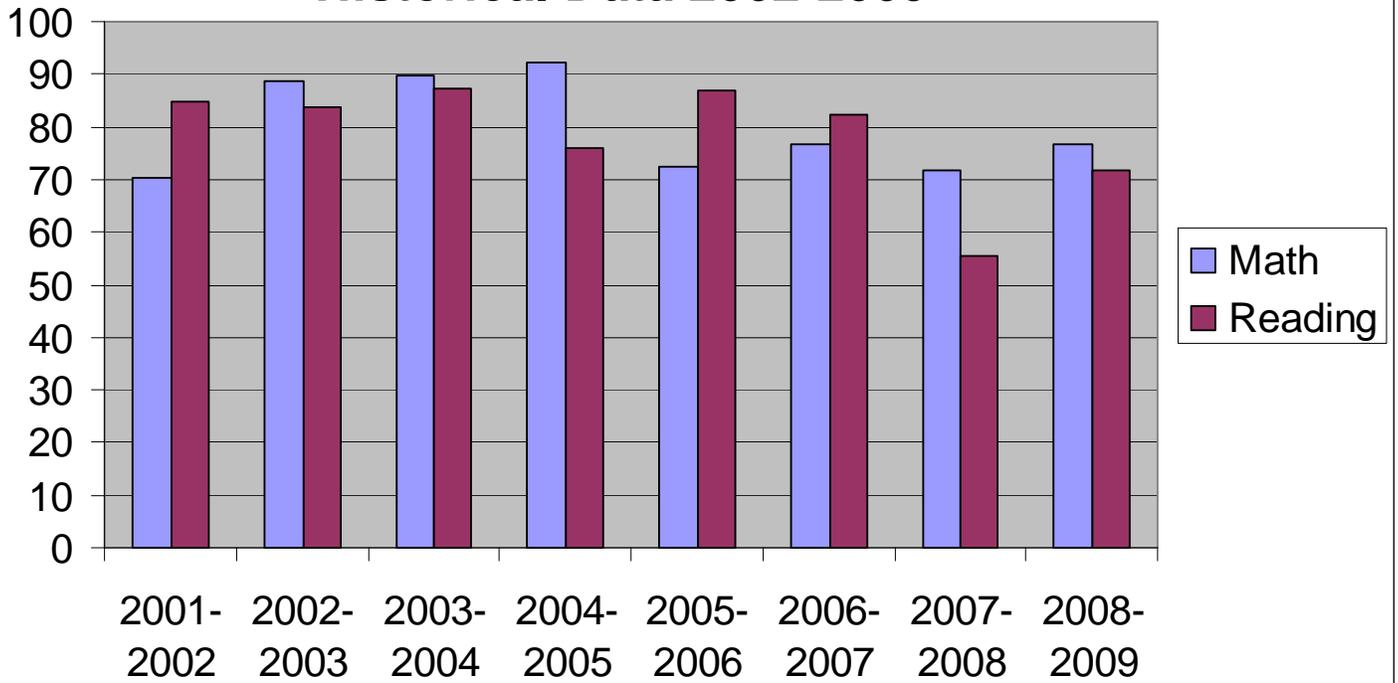
level projects within the PLC model.

- *The Substitute Teacher handbook will be provided for substitute teachers to ensure the compliance of QCE and Onslow County policies.*
- *The Teacher Assistant handbook will be provided for teacher assistants to ensure the compliance of QCE and Onslow County policies.*
- *The Volunteer handbook will be distributed to parent volunteers to ensure the compliance of QCE and Onslow County policies.*
- *The cafeteria will become more efficient through the implementation of additional staff members and improved check-out systems through NC Wise.*

QCE SCHOOL DATA
2009-2010 UPDATE

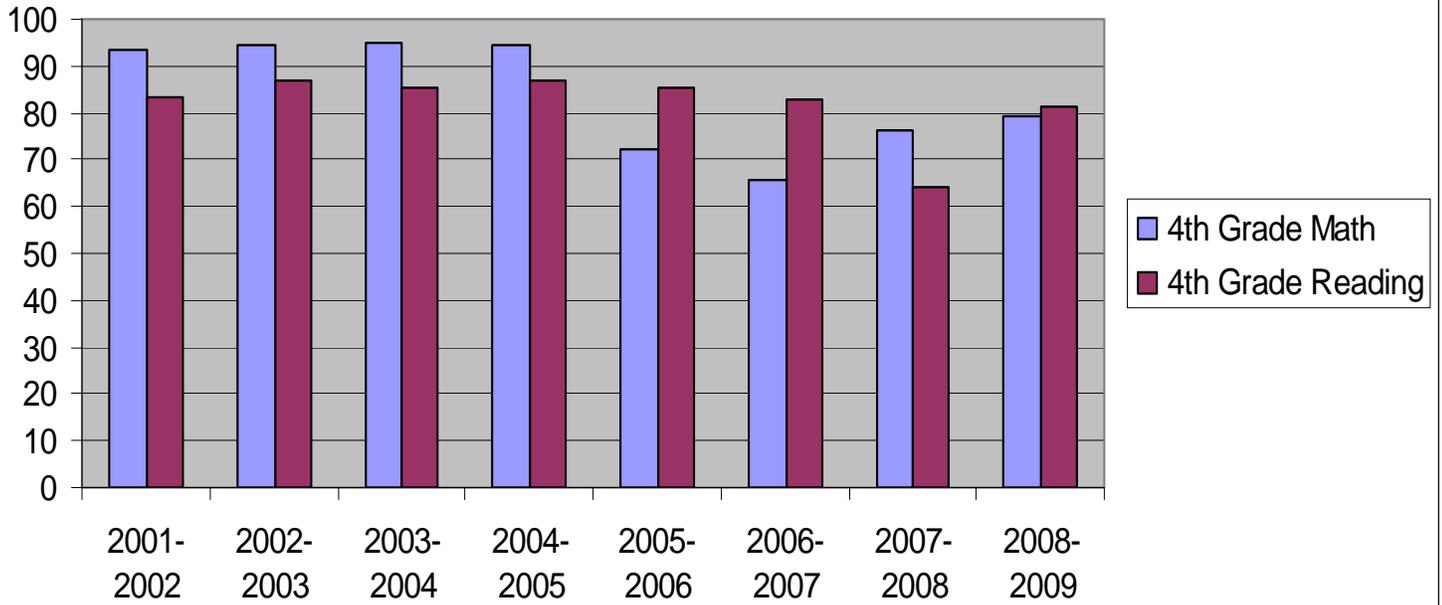


Queens Creek Elementary
3rd Grade Proficiency
Historical Data 2002-2009



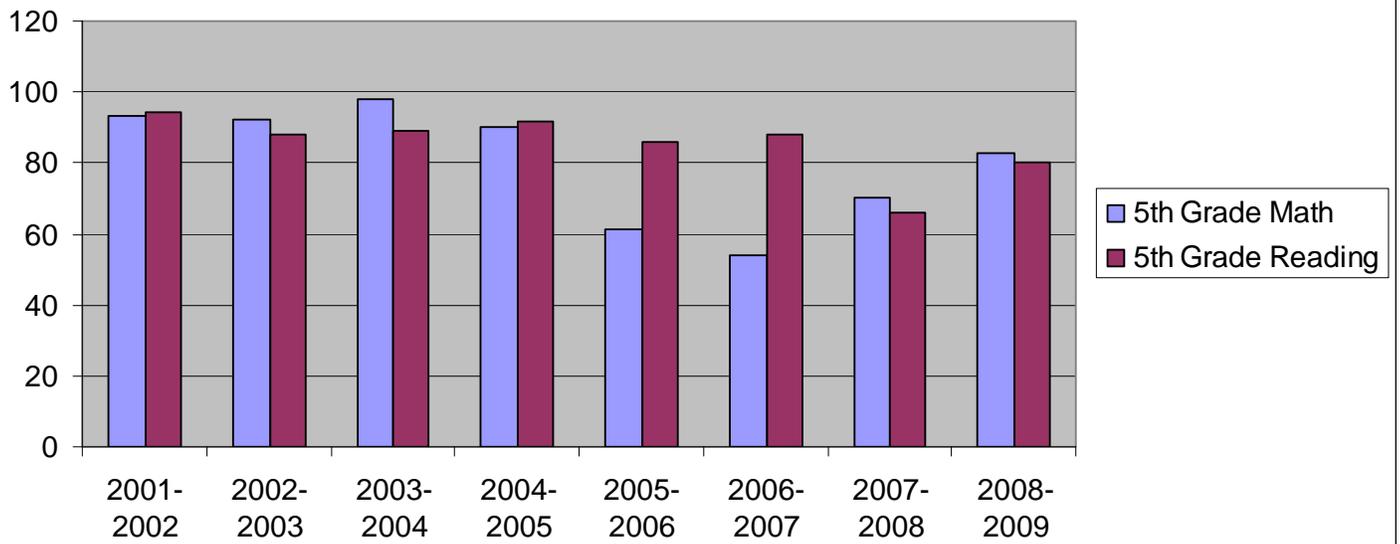
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Math	70.4	88.8	89.9	92.3	72.6	76.8	71.7	76.84
Reading	84.9	83.7	87.3	75.8	86.9	82.4	55.4	71.58

Queens Creek Elementary School 4th Grade Proficiency Historical Data from 2002-2009



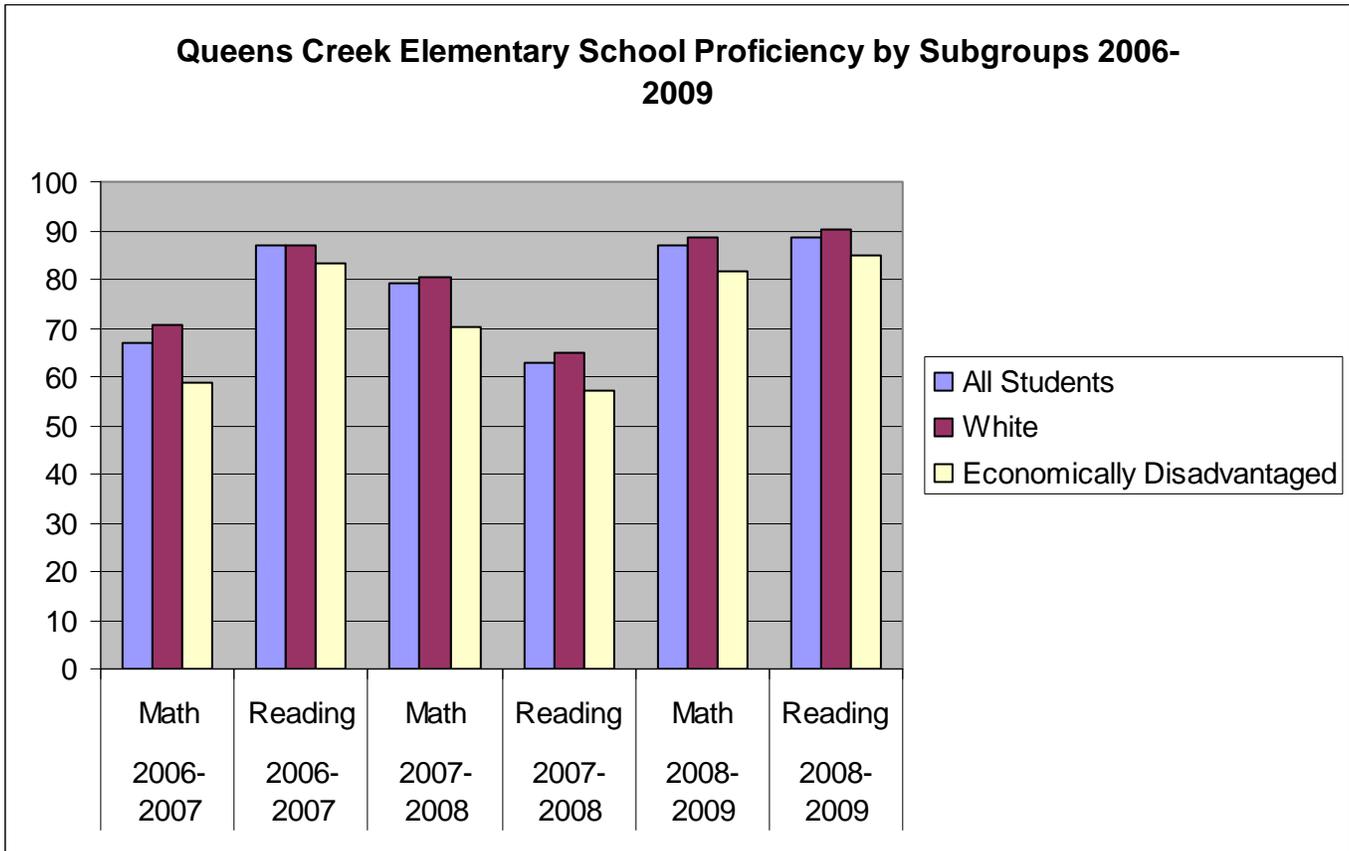
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
4th Grade Math	93.2	94.5	95	94.5	72.2	65.9	76.1	79.38
4th Grade Reading	83.3	86.8	85.3	87	85.6	82.9	64.2	81.44

**Queens Creek Elementary
5th Grade Proficiency
Historical Data from 2002-2009**



	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
5th Grade Math	93.2	92.1	97.8	89.9	61.1	54.12	70.3	82.6
5th Grade Reading	94.3	88.2	89.2	91.9	86.1	88.07	65.9	80

Student Performance Data Queens Creek Elementary School Math Proficiency Results

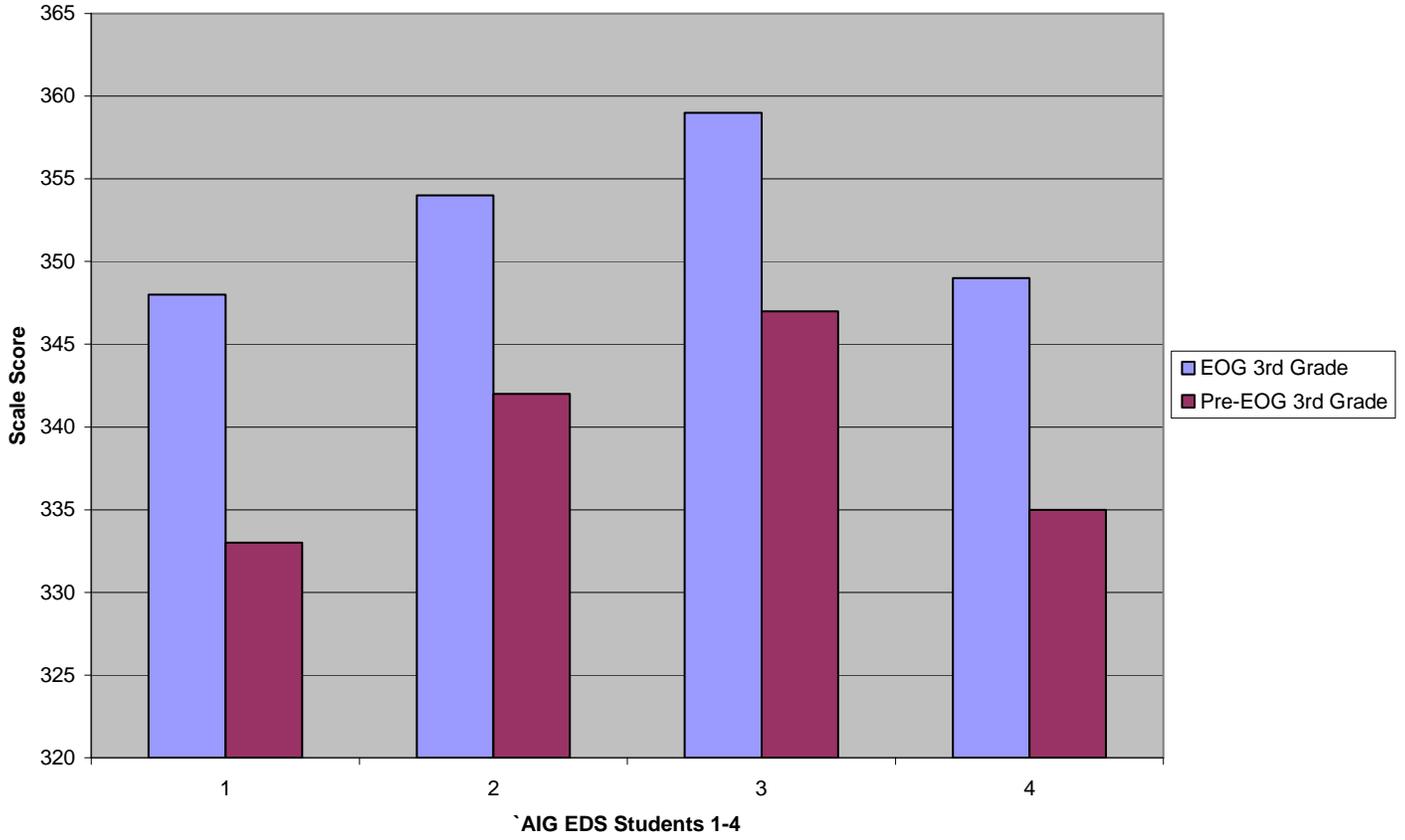


	2006-2007 Math	2006-2007 Reading	2007-2008 Math	2007-2008 Reading	2008-2009 Math	2008-2009 Reading	
All Students	67	87.1	79.1	62.7	87		88.4
White	70.7	86.9	80.5	64.7	88.6		90
Economically Disadvantaged	58.8	83.3	70.1	57	81.7		84.9

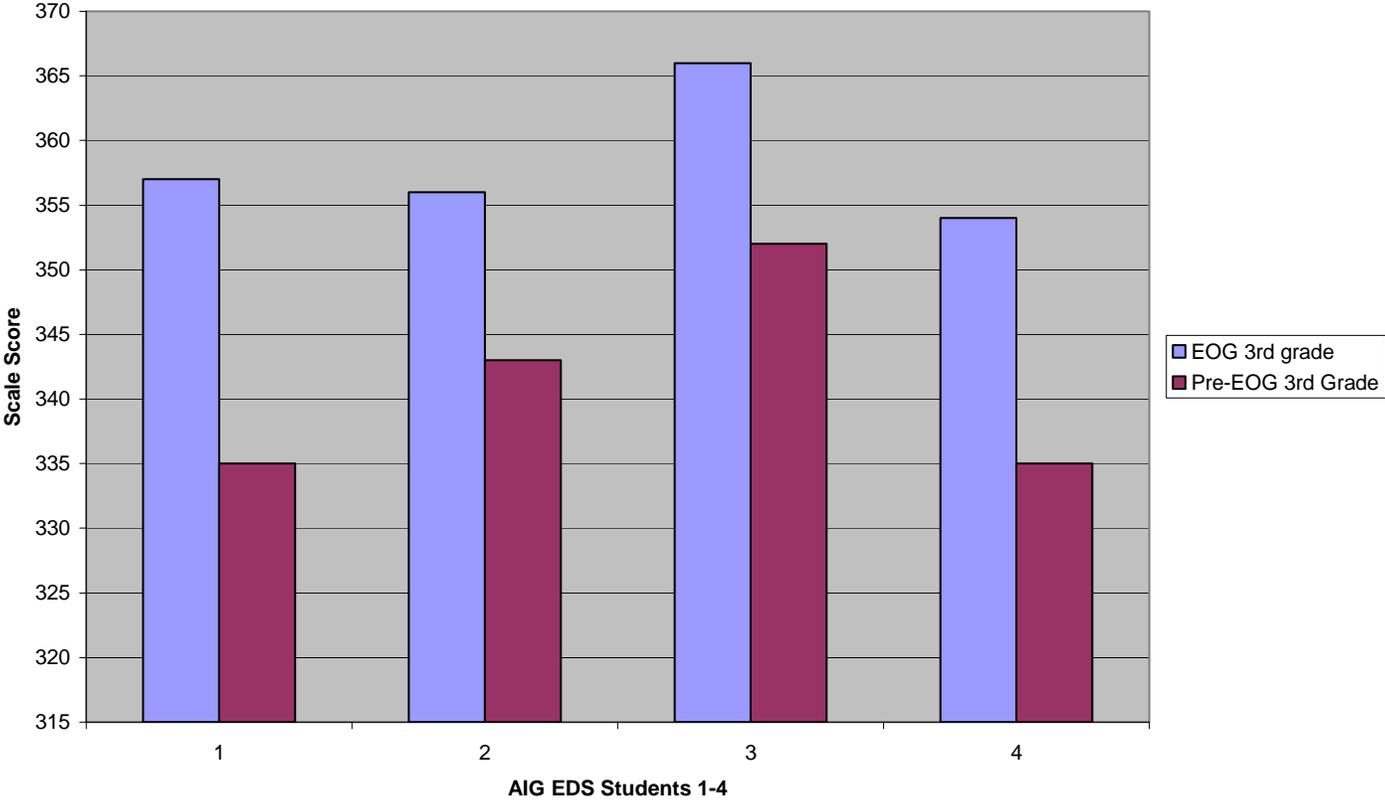
**Queens Creek Elementary School
Student Performance Data
K-2 End-of-Year Assessment Proficiency Results**

	2004-2005			2005-2006			2006-2007			2007-2008			2008-2009		
	K	1st	2nd	K	1st	2nd	K	1st	2nd	K	1st	2nd	K	1st	2nd
Reading	83.7	78.9	79.8	95.4	79.4	84.8	88	91	88	80.3	71.8	94.7	96.1	73.2	93.5
Math	88.4	79.6	75.3	89.8	83.3	73.5	86	90	89	88.4	82.1	76.7	94.1	82.1	86
Writing	72.1	73.7	62.8	85.1	72.6	71.4	82	85	76	80.2	75.6	80.3	85.4	75.9	72

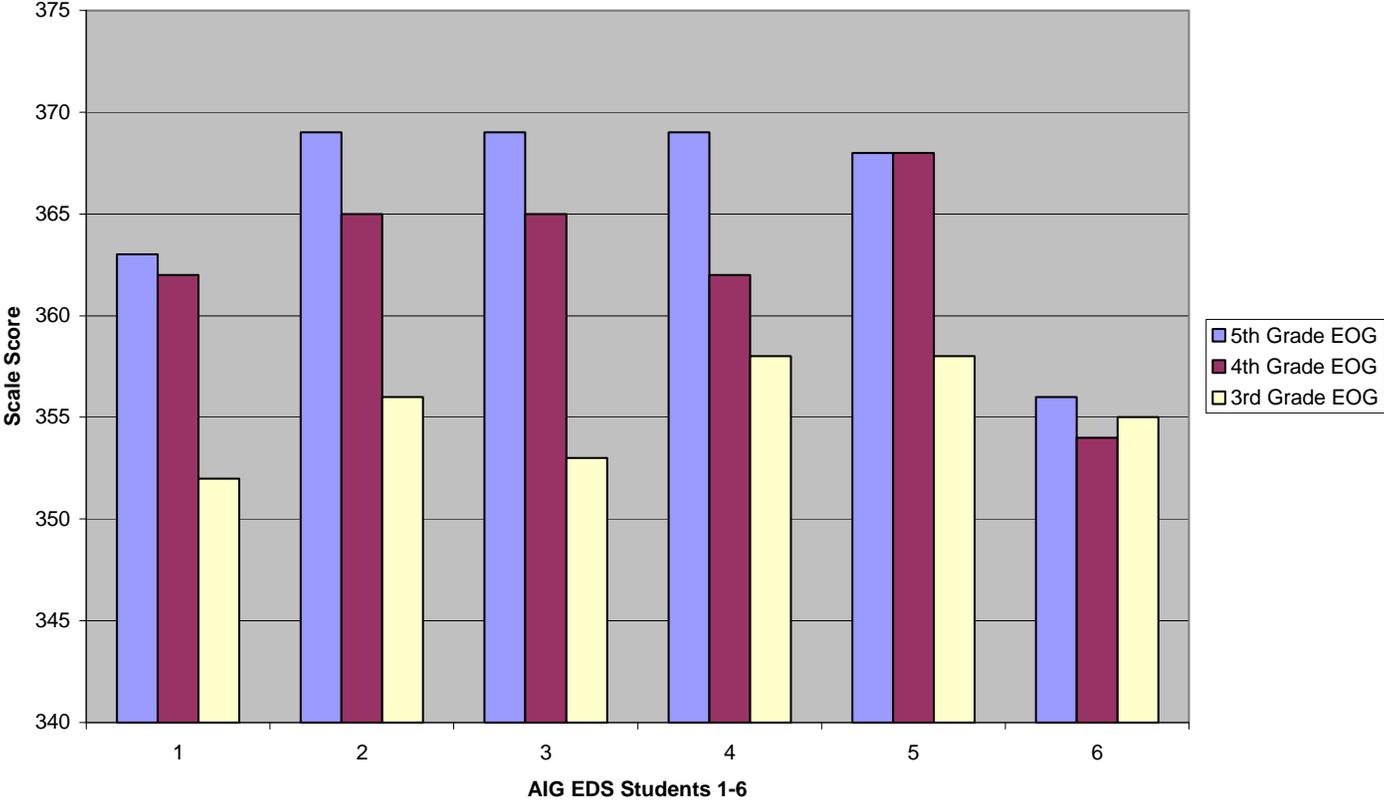
Queens Creek Elementary
3rd Grade Reading EDS AIG Students



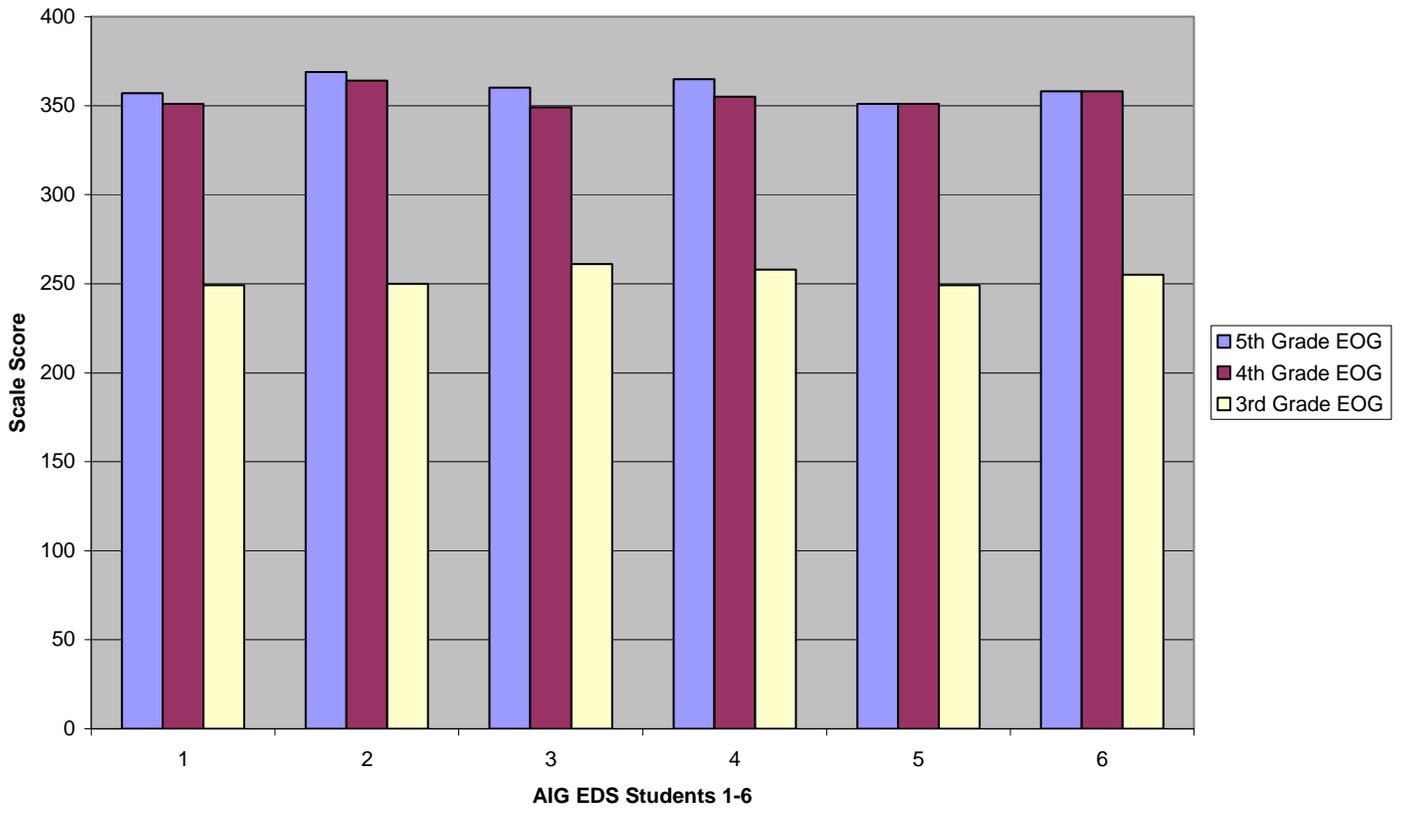
**Queens Creek Elementary
3rd Grade Math EDS AIG Students**



Queens Creek Elementary
5th Grade Math EDS AIG Students



Queens Creek Elementary
5th Grade Reading EDS AIG Students





2009 - 2010 Projected Budget

Queens Creek
Elementary School

Strategic Plan
2009 - 2010 Budget

Goal # 1: Onslow County students will be globally competitive through mastery of a rigorous and relevant curriculum.

A: QCE will utilize rigorous differentiated instruction to present challenging curriculum to meet the needs of all students.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Tutoring Services	\$20,000	Title 1	To meet additional instructional needs of students.
Interest Clusters	\$1,0 00	School Fund	To provide necessary materials to meet student needs
Instructional materials	\$1,400.00	Title 1	To provide necessary materials to meet students needs
Staff Development Related Services	\$1,400	Title 1	To provide needed staff development specific to the needs of the QCE faculty

Goal 2: Creative, passionate, and technologically skilled professionals

A: QCE will utilize rigorous differentiated instruction to present challenging curriculum to meet the needs of all students..

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
2 Mimios	\$2,000	Title 1	To provide interactive technology instruction for students
3 ELMOS	\$1000.00	Title 1	To provide interactive technology instruction for students
Success Maker	\$3000.00	Title 1	To provide interactive technology instruction for students

Goal 3: Civil, healthy and productive citizens

A: QCE will provide a safe learning environment for students by teaching and modeling how to make responsible decisions and healthy life choices.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Drug awareness Materials Counselor's Materials	\$150.00 \$500.00	Local School Money	To provide materials for Red Ribbon Week, Character Café, and Super Kids

Goal 4: Leadership will foster innovation

A: QCE will build parental and community support through activities that invite family and community involvement and increase active participation in the school community.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Meals, books , instructional supplies For parent educational events	\$1,400.00	Title 1	To feed and provide educational materials to students who attend evening instructional sessions. To provide instructional materials for parent "make and take" projects on parent education nights

Goal 5: Effective and efficient systems

Maintain the instructional efficiency of the school by providing adequate resources and effectively utilizing the skills and talents of all support staff.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Materials (books, manuals) for staff development	\$1000.00	Title 1	To provide materials for staff development
Staff development related expenses	\$2000.00	Title 1	To cover the cost of registrations, substitutes, and expenses associated with staff development activities

